



Student: **Michael Higley-Vance**

**THIS FORM MUST BE COMPLETELY FILLED IN**

**Follow these procedures:** If requested by your instructor, please include an assignment cover sheet. This will become the first page of your assignment. In addition, your assignment header should include your last name, first initial, course code, dash, and assignment number. This should be left justified, with the page number right justified. For example:

DoeJXXX0000-1	1
---------------	---

**Save a copy of your assignments:** You may need to re-submit an assignment at your instructor's request. Make sure you save your files in accessible location.

**Academic integrity:** All work submitted in each course must be your own original work. This includes all assignments, exams, term papers, and other projects required by your instructor. Knowingly submitting another person's work as your own, without properly citing the source of the work, is considered plagiarism. This will result in an unsatisfactory grade for the work submitted or for the entire course. It may also result in academic dismissal from the University.

**EDU7707-8**

**Dr. Leslie Oja**

**Planning Dissertation Research in Education**

**Activity #4: Analyze the Issues and Debates in your Topic Area**

**Comments:**

Assignment 5 – Due by Sunday, November 30, 2014  
Because assignment 4 is confusing, additional clarification is provided.

Keeping in mind all you have learned about research design in previous courses, your Instructor's feedback on first the assignment, and ethical and practical considerations about the kind of study needed to address the problem, write a problem statement and research questions based on the articles in your annotated bibliography. Follow these guidelines:

The Problem Statement should be 250-300 words in accordance with the Problem Statement PowerPoint (PPT) Concept Paper (located under the heading 'Dissertation Conference Calls NEW CODES!). The problem should be related to an issue you have already identified.

Students are not required to write research questions at this time. The purpose of accessing the section of the Concept Paper Template regarding research questions is to understand that the problem statement should be in alignment with the research questions using consistent language. Also, access the Concept Paper Template and Best Practices; both documents have additional information beyond the PowerPoint presentation.

Absolutely avoid one of the most common errors in problem statements (and literature reviews): reporting what previous researchers have done instead of using critically evaluated findings from previous research to demonstrate the existence of a gap in knowledge appropriate to a dissertation. Your problem statement must use sources to show what we know and don't know, not what researchers have done and not done.

The Research Questions addresses the research problem identified in the problem statement and is in accord with the PPT Concept paper (located under the heading 'Dissertation Conference Calls NEW CODES!).

**At the bottom of your paper**, paste the Problem Statement and Research Questions section from the PPT Concept paper (located under the heading 'Dissertation Conference Calls NEW CODES!') and explain how your statement meets the criteria for these sections.

Paste the section in reference to the Problem Statement (I recommend using the section from the Concept Paper Template) and how the problem statement developed meets the criteria as described in the problem statement section. You may add a statement how you will develop research questions in alignment with the problem statement.

**Faculty Use Only**

<Faculty comments here>

Michael,

The research topic will have a significant impact on the effectiveness of computer programs and teaching reading. An area that may add value and importance to the study is how the computer generated program assessing reading comprehension and determining the application of previous knowledge to new knowledge for the purpose of transfer of knowledge to a practical application demonstrating comprehension of the new material. Another area in relationship to the computer program is how reading strategies are taught and assessed to encourage learning and engage students across content areas. How do students demonstrate transfer of knowledge from the computer program to assignments?

It is not clear what theory or theories you identified as supporting the research topic. Identifying a theory supports the research topic and validated from the literature adds an in-depth discussion. An in-depth discussion of theory in relationship to the research topic provides a clear understanding for the reader regarding the focus of the study and why specific instruments will be used as well as alignment with the problem and purpose statements.

The assignment did not meet the word criteria of 1,750 words or a minimum of five pages. It is essential to meet at least the minimum page requirement to become familiar with developing the topic of the assignment. Assignment 5 missed the in-depth discussion of a theory.

Previous assignments recommended a number of online resources for the purpose of writing improvement as well as purchasing at least one academic writing handbook. It is essential to develop a scholarly voice in writing for research that is concise and focused on the research topic. Consistent use of standard American English conventions results in consistent use of APA form and style (APA Manual chapters 3 and 4). There is a number of writing errors especially the use of punctuation that should be addressed. Students often hire an Editor to correct writing errors; however, an Editor is costly. I recommend referring to the sources suggested, the APA Manual, and requesting assistance from the NCU Academic Success Center. Two common errors is beginning a sentence with the author instead of letting your voice be heard with an appropriate APA citation at the end of the point made. The second writing error is the use of vague writing leaving the reader confused as the reader will not know what you are referring to; a sentence should include a subject.

In addition, you may want to refer to section 3.03 of the APA Manual for appropriate use of level headings with your writing; second level headings should be used and are flush left. Level headings are important to understand especially with writing milestone papers.

<Faculty Name>      <Grade Earned>      <Writing Score>      <Date Graded>

#### Assignment 4

Using the entries in your Annotated Bibliography, write a paper in which you discuss and (if appropriate) take positions on the following in your topic area:

1. Current theories, explanations, proposed relationships among constructs, and absence of theories about meaningful phenomena in your topic area.
2. Contradictions, inconsistencies, and ambiguities regarding findings related to theories in your topic area

Length: 5-7 pages not including title and reference pages.

Word Count: 1,670

References: Minimum of 3-5 scholarly resources.

Learning Outcomes

4.0 Critique peer-reviewed, published research studies.

One of the sources appears to be an opinion piece and not peer-reviewed.

5.0 Evaluate published articles to identify issues in a topic area.

Expand points made as noted.

### Northcentral University Grading Guidelines – Graduate Scoring

Numerical Points	Letter Grade	Descriptor	Explanation
100-94 93-90	A A-	Excellent	Completes <b>all</b> required parts of the assignment, demonstrates <b>deep</b> understanding of materials, uses <b>very</b> clear and effective expression appropriate to scholarly writing, and has <b>very few or no</b> errors in grammar, mechanics, APA form and style, and APA formatting.
89-87 86 - 83	B+ B	Good	Completes <b>all or most</b> required parts of the assignment, demonstrates <b>good</b> understanding of readings, uses <b>mostly</b> clear and effective expression appropriate to scholarly writing, and has <b>few</b> errors in grammar, mechanics, APA form and style, and APA formatting.
82-80 79-77	B- C+	Fair	Completes <b>most</b> required parts of the assignment, demonstrates <b>some</b> understanding of the readings, and writing is <b>somewhat</b> clear, effective, and scholarly, and has <b>some</b> errors in grammar, mechanics, APA form and style, and APA formatting.
76-73	C	Poor	Completes <b>some</b> required parts of the assignment, demonstrates <b>some</b> understanding of readings, and writing is <b>difficult to understand</b> and <b>unscholarly</b> and has <b>several</b> errors in grammar, mechanics, APA form and style, and APA formatting.
72-0	F	Unacceptable	Completes <b>few</b> required parts of the assignment, demonstrates <b>little</b> understanding of readings, and writing is <b>difficult to understand</b> and <b>unscholarly</b> and has <b>many</b> errors in grammar, mechanics, APA form and style, and APA formatting.

#### Using the Grading Guidelines for Success

**A.** The Northcentral University Grading Guidelines are designed to ensure that faculty and students have a shared understanding of assignment quality. Carefully reviewing the guidelines can help you plan and complete your assignments to the best of your ability.

**B.** The grading guidelines are based on four assignment criteria. Keep these in mind as you complete an assignment:

1. Assignment completion (highlighted in **orange**) – the extent to which you have followed assignment instructions.

Assignment 4 met the requirement of assignment completion with the exception of identifying a theory in relationship to the research topic. A thorough discussion of a theory or theories demonstrates understanding of theory in support of the research topic.

2. Understanding of materials (highlighted in **green**) – the extent to which you have demonstrated understanding of readings or other materials.

Discussion points demonstrated an understanding of the materials.

3. Expression (highlighted in **blue**) – the extent to which your expression is clear, effective, and appropriate for scholarly writing.

Refer to the feedback on scholarly writing. Writing for research is concise and follows appropriate writing form and style. Vague references result in reader confusion as the reader does not know what or who you are referring to within the content of the paper.

4. Grammar, mechanics, APA (highlighted in purple) – the extent to which you have used correct grammar, word choice, punctuation, APA form and style, and APA formatting.

There is a need to refer to at least one academic writing handbook, access online writing resources provided, and/or contact NCU Academic Success Center for writing assistance.

C. Your instructor will ignore criteria not relevant to an assignment (e.g., discussion posts and reflections need only follow APA formatting for citations and references).

D. Submission of an assignment that is outside of the page length (or slide number) parameters may result in a request for a re-submission that meets the parameters or a one step reduction of a grade (e.g., from A- to B+), at a faculty member's discretion.

Assignment 4 demonstrated completing **most** required parts of the assignment, demonstrates **good** understanding of readings, uses **mostly** clear and effective expression appropriate to scholarly writing, and has **some** errors in grammar, mechanics, APA form and style, and APA formatting.

B 86% Dr. Oja 11 24 2014

**Northcentral University Grading Guidelines – Graduate Scoring**

Numerical Points	Letter Grade	Descriptor	Explanation
100-94	A	Excellent	Completes <b>all</b> required parts of the assignment, demonstrates <b>deep</b> understanding of materials, uses <b>very</b> clear and effective expression appropriate to scholarly writing, and has <b>very few or no</b> errors in grammar, mechanics, APA form and style, and APA formatting.
93-90	A-		
89-87	B+	Good	Completes <b>all or most</b> required parts of the assignment, demonstrates <b>good</b> understanding of readings, uses <b>mostly</b> clear and effective expression appropriate to scholarly writing, and has <b>few</b> errors in grammar, mechanics, APA form and style, and APA formatting.
86 - 83	B		
82-80	B-	Fair	Completes <b>most</b> required parts of the assignment, demonstrates <b>some</b> understanding of the readings, and writing is <b>somewhat</b> clear, effective, and scholarly, and has <b>some</b> errors in grammar, mechanics, APA form and style, and APA formatting.
79-77	C+		
76-73	C	Poor	Completes <b>some</b> required parts of the assignment, demonstrates <b>some</b> understanding of readings, and writing is <b>difficult to understand</b> and <b>unscholarly</b> and has <b>several</b> errors in grammar, mechanics, APA form and style, and APA formatting.
72-0	F	Unacceptable	Completes <b>few</b> required parts of the assignment, demonstrates <b>little</b> understanding of readings, and writing is <b>difficult to understand</b> and <b>unscholarly</b> and has <b>many</b> errors in grammar, mechanics, APA form and style, and APA formatting.

**Using the Grading Guidelines for Success**

**A.** The Northcentral University Grading Guidelines are designed to ensure that faculty and students have a shared understanding of assignment quality. Carefully reviewing the guidelines can help you plan and complete your assignments to the best of your ability.

**B.** The grading guidelines are based on four assignment criteria. Keep these in mind as you complete an assignment:

1. Assignment completion (highlighted in orange) – the extent to which you have followed assignment instructions.
2. Understanding of materials (highlighted in green) – the extent to which you have demonstrated understanding of readings or other materials.
3. Expression (highlighted in blue) – the extent to which your expression is clear, effective, and appropriate for scholarly writing.
4. Grammar, mechanics, APA (highlighted in purple) – the extent to which you have used correct grammar, word choice, punctuation, APA form and style, and APA formatting.

**C.** Your instructor will ignore criteria not relevant to an assignment (e.g., discussion posts and reflections need only follow APA formatting for citations and references).

**D.** Submission of an assignment that is outside of the page length (or slide number) parameters may result in a request for a re-submission that meets the parameters or a one step reduction of a grade (e.g., from A- to B+), at a faculty member's discretion.

Targeted Reading Interventions

Michael Higley

Northcentral University

Refer to the APA Manual, section 3.03 and appropriate use of second level headings. Second level headings are flush left and in bold lettering.

### Targeted Reading Interventions

There has been a growing concern in Tennessee with regards to Literacy in K-12 public education. Literacy needs of middle school readers are being targeted as achievement gaps and the pressure to address these gaps in struggling readers has increased since the implementation of Tennessee Educator Acceleration Model (TEAM). Consequently, school administrators and educators are being held accountable for student achievement on state-mandated assessments, now more than ever, through the TEAM. The pressure and urgency to improve student achievement scores is a result of the new evaluation model in Tennessee (subject first). The TEAM rubric factors an educator's effectiveness using up to 50% of student achievement data in Reading literacy, Mathematics, and Science. The purpose of this paper is to analyze and explore a variety of studies and reports in hopes of collecting valuable information about improving student reading literacy through Scholastic's computer-assisted and web-based reading intervention programs, *Read 180* and *System 44*.

### The Efficacy of Computer-Assisted Technology

Leslie 11/23/14 5:08 PM

**Comment [1]:** Always provide the term the first time used with the abbreviation to use the abbreviation throughout the paper.

Leslie 11/23/14 5:08 PM

**Deleted:** Tennessee Educator Acceleration Model (TEAM)

Leslie 11/23/14 5:09 PM

**Deleted:** Tennessee's

Leslie 11/23/14 5:10 PM

**Comment [2]:** Second level heading

Much of the literature reviewed indicates that computer-assisted web-based technology has a significant impact on student learning. According to Fletcher, Tobias, and Wisher (2007), there is a need to link web-based learning models with specific learning needs. The authors reported a need for technology-integrated instruction based on affordability and the educational value web-based learning has on student learning perceptions and performances (Fletcher et al., 2007). In one study, researchers presented a web-based framework for the implementation of learning environments, which promoted online learning using a variety of web-based devices (Cabrera-Lozoya, Cerdan, Cano, Garcia-Sanchez, & Lujan, 2012). The authors reported that the use of web-based learning tools had a significant impact on student achievement, engagement, and satisfaction (Cabrera-Lozoya, et al., 2012). Further review of the literature an overwhelming number of studies supported the findings from the Cabrera-Lozoya et al. (2012) study (McBrian, Jones, & Rui, 2009; Patterson & McFadden, 2009; Roberts, Vaughn, Fletcher, Stuebing, & Barth, 2013; Samruayruen, Enriquez, Natakutoong, & Samruayruen, 2013).

Additional studies that computer-assisted learning programs also had a significant affect on student participation and student achievement. In a single-subject, across-participants design, researchers analyzed whether a computer-assisted reading intervention program increased literacy in inattentive struggling readers compared to students identified as attentive struggling readers (Walcott, Marett, & Hessel, 2014). Walcott et al. (2014) reported that a computer-assisted approach to learning was significantly more effective at providing intervention to inattentive readers as compared to their counterparts. Furthermore, researchers reported that students who learned through computer-assisted technology typically had learning outcomes at least as good as students who participated in face-to-face instruction (Irvin, Hannum, de la Varre, & Farmer, 2010).

Leslie 11/23/14 5:10 PM

**Comment [3]:** revealed

Leslie 11/23/14 5:11 PM

**Deleted:** Researchers of this study

Leslie 11/23/14 5:11 PM

**Comment [4]:** revealed

Leslie 11/23/14 5:11 PM

**Deleted:** indicated

Leslie 11/23/14 5:12 PM

**Comment [5]:** revealed

Leslie 11/23/14 5:11 PM

**Deleted:** reviewed

Leslie 11/23/14 5:11 PM

**Deleted:** indicated

Leslie 11/23/14 5:12 PM

**Comment [6]:** When presenting a paraphrase, do not begin the sentence by naming the author you are paraphrasing. The focus of the sentence should not be on the author but rather on the important thoughts offered in the paraphrase.

Also, by beginning sentences with the authors' names, your voice can be lost or dominated by the scholars you are paraphrasing.

Here is an *incorrect* example. Creswell (2014) points out that there are three major forms of research: quantitative, qualitative and mixed. Here is the *correct* example. There are three major forms of research: quantitative, qualitative and mixed (Creswell, 2014). In the second version your voice is heard and is given support by Creswell.



However, Graf and Kinshuk (2006) warn that although web-based technology has proven successful in the field of online learning education there are a number of student learning variables, which must be considered before school administrators begin implementing computer-assisted remedial programs. Wu and Coady (2010) reported that a computer-assisted remedial program must incorporate cultural diversity from multiple perspectives in order to be effective. Researchers Huang, Lin, and Haung (2012), address Graf and Kinshuk (2006) concerns through a study, which analyzed the mediating processes between variables of student learning and learning online. Huang et al. (2012) reported that online participation is a mediating construct between learning efficacy and student performance; however, the researchers did acknowledge that it is difficult to determine the degree of this influence.

### Theory

Researchers have used several theoretical frameworks to conduct theory-based investigations into the efficacy of computer-assisted reading interventions. Chyung and Vachon (2005) conducted a theory-based investigation using Frederick Herzberg's motivation-hygiene theory, which stated that certain behavioral factors contributed to student satisfaction and participation within computer-assisted learning programs. Cognitive evaluation theory, which determines a students' level of intrinsic motivation, can be used to evaluate a students' level of motivation using computer-assisted technology (Jin Nam, 2012). Other studies have used transactional distance theory to identify effective online learning environments (McBrien et al., 2009). McCarthy (2010) reported on the use of a constructionist epistemology approach in determining the quality of teaching and learning online. McGlone (2011) used an Androgogical approach to understand the teaching and learning processes of adults using online learning programs. Much can be learned from the theoretical frameworks discussed here, which can be

Leslie 11/23/14 5:13 PM

**Comment [7]:** Refer to L6

Leslie 11/23/14 5:13 PM

**Comment [8]:** Delete comma

Leslie 11/23/14 5:13 PM

**Comment [9]:** Delete comma

Leslie 11/23/14 5:14 PM

**Comment [10]:** L6

Leslie 11/23/14 5:14 PM

**Comment [11]:** What influence?

Leslie 11/23/14 5:14 PM

**Comment [12]:** L6

Leslie 11/23/14 5:15 PM

**Comment [13]:** Delete comma

Leslie 11/23/14 5:15 PM

**Comment [14]:** L5

Leslie 11/23/14 5:15 PM

**Comment [15]:** L6

Leslie 11/23/14 5:15 PM

**Comment [16]:** Where?

used as a guide for future research into the efficacy of computer-assisted reading interventions on struggling middle school students.

[What theory is in alignment with the research topic and why is the theory the best choice?](#)

### Target Reading Interventions

There are a number of studies, which detail the importance of early reading intervention. In an experimental study, designed to deliver extensive independent reading intervention, researchers analyzed the effects a reading only intervention program had on student achievement (Little, McCoach, & Reis, (2014). Little et al. (2014) reported targeted reading interventions had a significant impact on struggling readers. Williams (2014) also reported a need to deliver focused reading intervention time, requiring reluctant readers to engage in sustained reading. Due to the number of studies supporting the benefits of computer-assisted learning and the efficacy of reading interventions on student literacy, it is reasonable to hypothesize a positive connection between the two.

There are a number of computerized reading intervention programs, which have been studied and analyzed to determine the level of efficacy on improving student literacy. Amendum, Vernon-Feagans, and Ginsberg (2011), reported that struggling readers had higher reading scores using computer-assisted technology than compared to struggling readers who did not have the same technology access. The Targeted Reading Intervention (TRI) program was designed to deliver real time long-distance reading intervention coaching to teachers using web-cam technology to assist in providing 15-minute reading interventions. In a supporting study conducted by Falth, Gustafson, Tjus, Heimann, and Svesson (2013), a computerized reading intervention program was utilized to determine the effectiveness of three specific areas of reading literacy, which included reading comprehension. Furthermore, in an additional study,

Leslie 11/23/14 5:16 PM

Comment [17]: L6

Leslie 11/23/14 5:16 PM

Comment [18]: L6

Leslie 11/23/14 5:16 PM

Comment [19]: Delete comma

Leslie 11/23/14 5:17 PM

Comment [20]: L6

Leslie 11/23/14 5:17 PM

Comment [21]: comma

researchers used a computer-assisted program called Carry-A-Tune (CAT) to analyze its effectiveness as a reading intervention for struggling middle school students (Biggs, Homan, Dedrick, Minick, & Rasinski, 2008). Researchers of [this study](#), found that there was a significant improvement in both reading comprehension and instruction using CAT (Biggs et al., 2008).

### Scholastic's *Read 180*

In a quantitative study, Cheung and Slavin (2013) reported that *Read 180* produced positive, but unexceptional effects on the reading skills of struggling readers compared to that of traditional face-to-face instruction. Additional research supported that the *Read 180* program lacked conclusive evidence to support the efficacy of the program (Parker, Holland, & Jones, 2013). In a qualitative study designed to investigate how English Language Learners (ELL) responded to the *Read 180* program, researchers reported that the remedial program had no significant impact (Wu & Coady, 2010). [Wu](#) and Coady (2010) concluded that the *Read 180* model did not offer cultural knowledge, experiences, and was unable to respond to unique cultural needs of ELL students. Additionally, Kim, Samson, [Fitzgerald](#), & Hartry (2010) reported on the casual effects *Read 180* had on measures of vocabulary and reading fluency. The study included two groups of students who were randomly assigned to either the *Read 180* program or a less structured after-school reading program. [Kim](#) et al. (2010) reported that there was no significant difference between students participating in the *Read 180* program and that of the after-school program on measures of vocabulary, fluency, and comprehension. Furthermore, researchers reported the study yielded no statistically significant differences in student achievement score between the groups (Kim et al., 2010).

In a later study, Kim, Capotosto, [Hartry](#), & Fitzgerald (2011) conducted an independent randomized control study, which evaluated the efficacy of *Read 180* on measures of vocabulary,

Leslie 11/23/14 5:18 PM

**Comment [22]:** What study?

Leslie 11/23/14 5:18 PM

**Comment [23]:** Delete comma

Leslie 11/23/14 5:18 PM

**Comment [24]:** L6

Leslie 11/23/14 5:19 PM

**Comment [25]:** Use an ampersand inside a parenthetical citation such as (Gaul, Gaul & Borg, 2003). Use the word "and" when the citation is part of the sentence. For example: according to Gaul, Gaul and Borg (2003)...

Leslie 11/23/14 5:19 PM

**Comment [26]:** L6

Leslie 11/23/14 5:20 PM

**Comment [27]:** L25

reading comprehension, spelling, and fluency. The study was designed very similarly to the Kim et al. (2010) study. Contrary to that study, Kim et al. (2011) reported that there was indeed a positive and statistically significant impact on student scores when utilizing the *Read 180* program. Specifically, researchers of the study reported that *Read 180* students outperformed the school district by 8.43% on reading vocabulary and 9.66% on reading comprehension (Kim et al., 2011). Although Kim et al. (2011) reported significantly higher outcomes in regards to comprehension; the two studies shared consistent results showing no significant impact on spelling and fluency. However, in a contrasting study, researchers reported that during the first year of a three-year study, sixth-grade students outperformed comparison students with statistical differences on measures of reading comprehension and fluency (Roberts et al., 2013). Additionally, Walcott et al. (2014) reported that the use of a computer-assisted intervention program resulted in significant fluency gains.

Despite recent research results, the inconsistent impact *Read 180* has on student literacy and achievement, it is this author's belief that it is reasonable to hypothesize that computer-assisted technology could have a significant and consistent impact on middle school student achievement scores in Reading Literacy. Additionally, researchers who have successfully utilized the Scholastic *Read 180* and *System 44* remedial reading programs have reported statistically significant student literacy results (Kim, Capotosto, Hartry, & Fitzgerald, 2011; Papalewis, 2004). In fact, researchers have reported that although students in online reading interventions showed significant gains overall, middle school students who required reading interventions needed ongoing support (Roberts et al., 2013). Furthermore, Vaughn et al. (2012) reported that although computer-assisted reading interventions have shown significant impact on

Leslie 11/23/14 5:20 PM

**Comment [28]:** What study?

Leslie 11/23/14 5:21 PM

**Comment [29]:** Did you mean student scores in the school district?

Leslie 11/23/14 5:21 PM

**Comment [30]:** revealing

Leslie 11/23/14 5:21 PM

**Deleted:** indicating

Leslie 11/23/14 5:23 PM

**Comment [31]:** Your personal opinions are not included. In the summary section you may summarize the main points made and compare/contrast the points to the research topic.

student achievement, the efficacy of these programs beyond middle school could negatively impact other content areas.

### Conclusion

The current research reviewed provides insight into the impact of computer-assisted technology and the importance of early reading intervention. Additionally, several learning theories, such as cognitive evaluation theory and constructionist epistemology, provided a framework for future research. A combination of theories can be used to conduct an investigation into the efficacy of a reading intervention program using computer-assisted technology, such as Scholastic's *Read 180* program. Inconsistent and contrasting research into the efficacy of the *Read 180* program underscores the need to conduct further research dedicated to identifying effective or ineffective variables associated with learning online. Additionally, it was the hope of this author that more research could be found on Scholastic's *System 44* remedial reading program; however, the research reviewed only resulted in broad studies, which mentioned the program in generalities.

Leslie 11/23/14 5:23 PM

Comment [32]: Delete comma

Leslie 11/23/14 5:24 PM

Comment [33]: Delete comma

## References

- Amendum, S. J., Vernon-Feagans, L., & Ginsberg, M. C. (2011). The effectiveness of a technologically facilitated classroom-based early reading intervention: The targeted reading intervention. *Elementary School Journal*, 112(1), 107-131. Retrieved from <http://targetedreadingintervention.org/sites/targetedreadingintervention.org/files/documents/The%20Effectiveness%20of%20a%20Technologically%20Facilitated%20Classroom-Based%20Early%20Reading%20Intervention%20%282011%29.pdf>
- Biggs, M. C., Homan, S. P., Dedrick, R., Minick, V., & Rasinski, T. (2008). Using an interactive singing software program: A comparative study of struggling middle school readers. *Reading Psychology*, 29(3), 195-213. doi:10.1080/02702710802073438
- Cabrera-Lozoya, A., Cerdan, F., Cano, M.-D., Garcia-Sanchez, D., & Lujan, S. (2012). Unifying heterogeneous e-learning modalities in a single platform: CADI, a case study. *Computers & Education*, 58(1), 617-630. doi: 10.1016/j.compedu.2011.09.014
- Cheung, A. A., & Slavin, R. R. (2013). Effects of educational technology applications on reading outcomes for struggling readers: A best-evidence synthesis. *Reading Research Quarterly*, 48(3), 277-299. doi: 10.1002/rrq.50
- Chyung, S. Y., & Vachon, M. (2005). An investigation of the profiles of satisfying and dissatisfying factors in e-learning. *Performance Improvement Quarterly*, 18(2), 95-113. Retrieved from <http://search.proquest.com.proxy1.ncu.edu/docview/218512744?accountid=28180>

Leslie 11/23/14 5:25 PM

**Comment [34]:** This appears to be a journal; should the title and volume number be in Italics?

- Fälth, L., Gustafson, S., Tjus, T., Heimann, M., & Svensson, I. (2013). Computer-assisted interventions targeting reading skills of children with reading disabilities - a longitudinal study. *Dyslexia (Chichester, England)*, 19(1), 37-53. doi:10.1002/dys.1450
- Fisher, D., & Frey, N. (2014). Close reading as an intervention for struggling middle school readers. *Journal Of Adolescent & Adult Literacy*, 57(5), 367-376. Retrieved from <http://onlinelibrary.wiley.com.proxy1.ncu.edu/doi/10.1002/jaal.266/pdf>
- Fletcher, J. D., Tobias, S., & Wisher, R. A. (2007). Learning anytime, anywhere: Advanced distributed learning and the changing face of education. *Educational Research*, 36(1), 96-102. doi:10.3102/0013189X07300034
- Graf, S., & Kinshuk, K. (2006, December). Considering learning styles in learning management systems: Investigating the behavior of students in an online course. *Semantic Media Adaptation and Personalization*, 25-30. Retrieved from [http://wit.at/people/graf/publications/graf\\_kinshuk\\_SMAP06.pdf](http://wit.at/people/graf/publications/graf_kinshuk_SMAP06.pdf)

- Huang, E. Y., Lin, S. W., & Huang, T. K. (2012). What type of learning style leads to online participation in the mixed-mode e-learning environment? A study of software usage instruction. *Computers & Education*, 58(1), 338-349. doi:10.1016/j.compedu.2011.08.003
- Irvin, M. J., Hannum, W. H., de la Varre, C., & Farmer, T. W. (2010). Barriers to distance education in rural schools. *Quarterly Review Of Distance Education*, 11(2), 73-90. Retrieved from <http://eds.b.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?sid=6bc27c6c-be10-465c-93bc-80af03e3b6f6%40sessionmgr115&vid=1&hid=103>
- Jin Nam, C. (2012). Context and creativity: The theory of planned behavior as an alternative mechanism. *Social Behavior & Personality: An International Journal*, 40(4), 681-692. Retrieved from <http://eds.b.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?sid=64a9ce21-708a-4b37-85bb-fdb7f8a2e92d%40sessionmgr113&vid=1&hid=103>
- Kim, J. S., Capotosto, L., Hartry, A., & Fitzgerald, R. (2011). Can a mixed-method literacy intervention improve the reading achievement of low-performing elementary school students in an after-school program? Results from a randomized controlled trial of READ 180 Enterprise. *Educational Evaluation And Policy Analysis*, 33(2), 183-201. Retrieved from <http://dx.doi.org.proxy1.ncu.edu/10.3102/0162373711399148>
- Kim, J. S., Samson, J. F., Fitzgerald, R., & Hartry, A. (2010). A randomized experiment of a mixed-methods literacy intervention for struggling readers in grades 4-6: Effects on word reading efficiency, reading comprehension and vocabulary, and oral reading fluency. *Reading & Writing*, 23(9), 1109-1129. doi: 10.1007/s11145-009-9198-2
- Little, C. A., McCoach, D. B., & Reis, S. M. (2014). Effects of differentiated reading instruction on student achievement in middle school. *Journal Of Advanced Academics*, 25(4), 384-402. doi:10.1177/1932202X14549250
- McBrien, J., Jones, P., & Rui, C. (2009). Virtual spaces: Employing a synchronous online classroom to facilitate student engagement in online learning. *International Review Of Research In Open & Distance Learning*, 10(3), 1-17. Retrieved from <http://eds.b.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?sid=f98cc079-a1c1-4754-b93f-94c559c0b6f4%40sessionmgr113&vid=1&hid=103>
- McCarthy, M. (2010). Experiential learning theory: From theory to practice. *Journal of business and Economics Research*, 8(5), 131-139. Retrieved from <http://online.dimitra.gr/sektrainers/file.php/1/MartinDougiamas.pdf>
- McGlone, J. R. (2011). Adult learning styles and on-line educational preference. *Research in Higher Education Journal*, 12, 1-9. Retrieved from <http://search.proquest.com/docview/889136333?accountid=28180>



- Papalewis, R. (2004). Struggling middle school readers: Successful, accelerating intervention. *Reading Improvement*, 41(1), 24-37. Retrieved from <http://eds.a.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?sid=bfb0b10a-245b-4061-97c5-5974873ecdab%40sessionmgr4001&vid=1&hid=4105>
- Parker, C. A., Holland, G., & Jones, D. (2013). The effectiveness of two reading intervention programs in a south texas urban school district. *National Forum Of Applied Educational Research Journal*, 26(3), 1-9. Retrieved from <http://eds.a.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?sid=e9ce62e5-eb89-483c-a199-f51e4356e99e%40sessionmgr4003&vid=1&hid=4105>
- Patterson, B., & McFadden, C. (2009). Attrition in online and campus degree programs. *Online Journal of Distance Learning Administration*, 12(2). Retrieved from <http://www.westga.edu/~distance/ojdl/summer12/patterson112.html>
- Roberts, G., Vaughn, S., Fletcher, J., Stuebing, K., & Barth, A. (2013). Effects of a response-based, tiered framework for intervening with struggling readers in middle school. *Reading Research Quarterly*, 48(3), 237-254. Retrieved from <http://dx.doi.org.proxy1.ncu.edu/10.1002/rrq.47>
- Samruayruen, B., Enriquez, J., Natakatoong, O., & Samruayruen, K. (2013). Self-regulated learning: A key of a successful learner in online learning environments in Thailand. *Journal Of Educational Computing Research*, 48(1), 45-69. Retrieved from <http://eds.a.ebscohost.com.proxy1.ncu.edu/eds/pdfviewer/pdfviewer?sid=f7711ad7-aba8-4f45-91e7-d770f4f564a2%40sessionmgr4005&vid=2&hid=4105>
- Vaughn, S., Wexler, J., Leroux, A., Roberts, G., Denton, C., Barth, A., & Fletcher, J. (2012). Effects of intensive reading intervention for eighth-grade students with persistently inadequate response to intervention. *Journal Of Learning Disabilities*, 45(6), 515-525. Retrieved from <http://dx.doi.org.proxy1.ncu.edu/10.1177/0022219411402692>
- Vernon -Feagans, L., Kainz, K., Hedrick, A., Ginsberg, M., & Amendum, S. (2013). Live webcam coaching to help early elementary classroom teachers provide effective literacy instruction for struggling readers: The Targeted Reading Intervention. *Journal Of Educational Psychology*, 105(4), 1175-1187. doi:10.1037/a0032143
- Walcott, C. M., Marett, K., & Hessel, A. B. (2014). Effectiveness of a computer-assisted intervention for young children with attention and reading problems. *Journal Of Applied School Psychology*, 30(2), 83. doi:10.1080/15377903.2013.874389
- Williams, E. (2014). Breaking the barriers to reading success in middle and high schools. *Reading Improvement*, 51(2), 233-236. Retrieved from <http://eds.a.ebscohost.com.proxy1.ncu.edu/eds/detail/detail?sid=92c60bb5-c846-47f0-b746-52e7bc5cf861%40sessionmgr4004&vid=2&hid=4105&bdata=JnNpdGU9ZWRzLWxpd mU%3d#db=ehh&AN=97105089>

Leslie 11/23/14 5:29 PM

Comment [35]: Is this a peer-reviewed article?

Wu, C., & Coady, M. (2010). 'The United States is America?': A cultural perspective on READ 180 materials. *Language Culture And Curriculum*, 23(2), 153-165. doi: 10.1080/07908318.2010.494732